

Reception Parent Welcome Meeting 1st July 2026



This morning...

<u>Time</u>	<u>Where</u>	<u>Agenda</u>
9.15am - 10.00am	Main Hall - Session 1	• Introductions • A Day in the Life of Reception • What your child will need
10.00am - 10.45am	Gym - Coffee Break	• Tea and Coffee • Taster Menu • Networking • Uniform Shop • Home School Link Worker • ELSA • Sign up for September Home Visits
10.45am - 11.15am	Main Hall - Session 2	• School Readiness • Maths • Reading / Phonics • Attendance • Oracy • What's next?

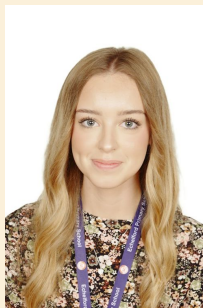


Reception Team

RG



Mrs
Geeves



Miss
Bye

RA

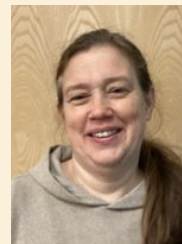


Miss
Apps



Mrs
McGrandles

RC



Mrs
Carter



Mrs
Blatchford



Mrs Spring



Pastoral Team



Tash Munro
HSLW



Mrs McKenna &
Mrs Spring
ELSA



Jane Wallace-
Pastoral Coordinator

EYFS & KS1 Phase Leader



Mrs Geeves



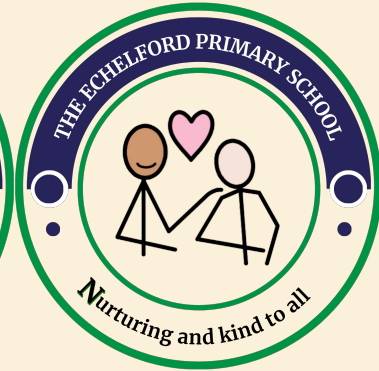
Mrs Johnson

Inclusion Leader



Mrs Willis







Echelford's 6 Principles of Nurture



Ofsted and Outcomes



The Echelford

Primary School

OFSTED REPORT CARD



We are celebrating an excellent outcome in our latest Ofsted inspection (April 2026).

URGENT IMPROVEMENT	NEEDS ATTENTION	EXPECTED STANDARD	STRONG STANDARD	EXCEPTIONAL
			Early years	
			Personal development and wellbeing	
		Achievement		
		Attendance and behaviour		
		Curriculum and teaching		
		Inclusion		
		Leadership and governance		



Safeguarding standards met



Overarching Principles

- Every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured
- Children learn to be strong and independent through positive relationships
- Children learn and develop well in enabling environments with teaching and support from adults, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners and parents and/or carers
- Importance of learning and development. Children develop and learn at different rates



The Early Years Foundation Stage Curriculum EYFS

Three prime areas:

Communication and language

Physical development

Personal, social and emotional development

Four specific areas:

Literacy

Numeracy

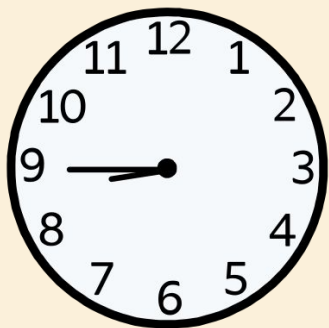
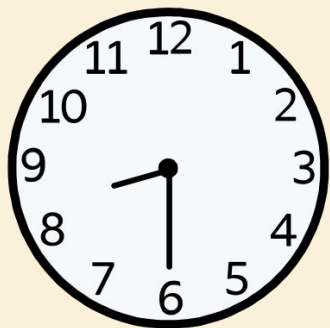
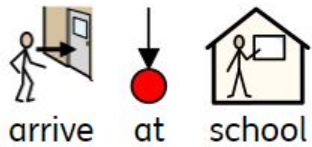
Understanding the world

Expressive arts and design



A day in the life of a Reception child at Echelford...











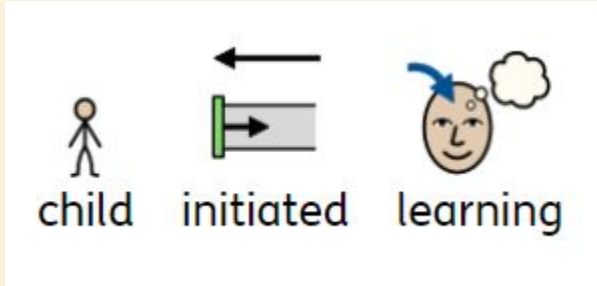


carpet

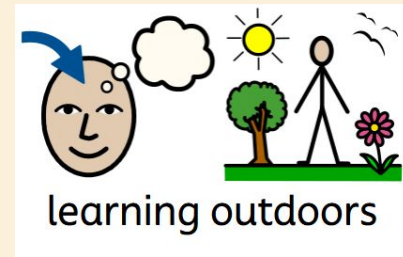


time











snack time



Appropriate Healthy Snacks

Fruit

Vegetable slices (e.g. carrot batons)

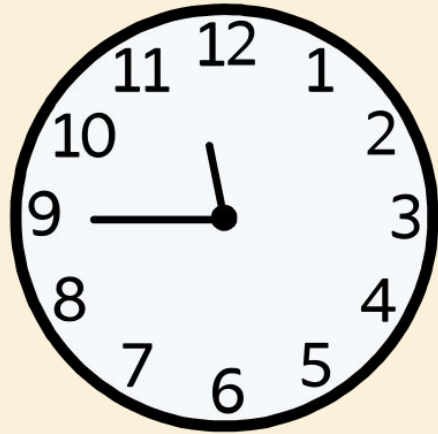
Dried fruit

Yoghurt tube





lunch time



Your child will
need

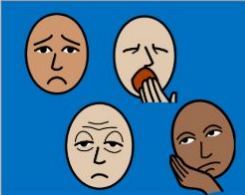
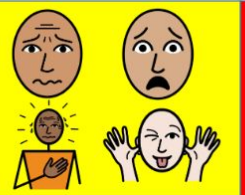
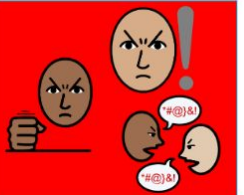


Your child will
need...

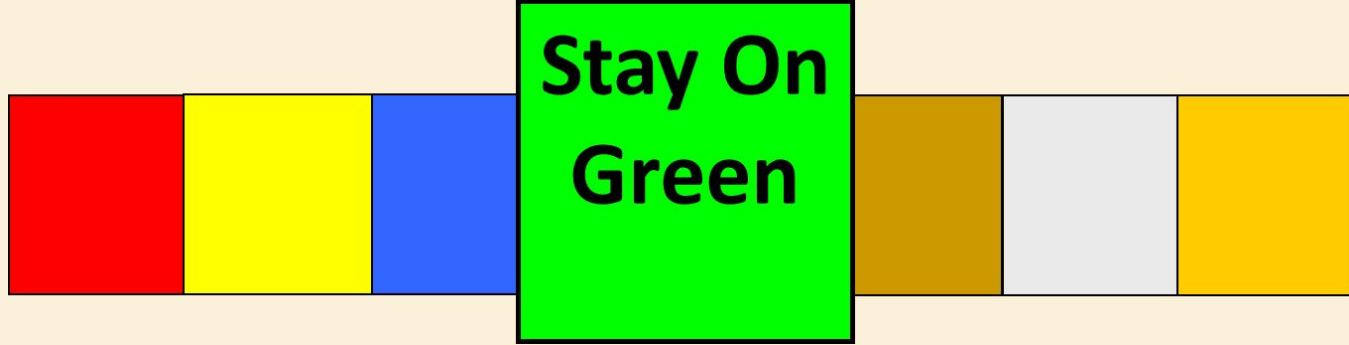
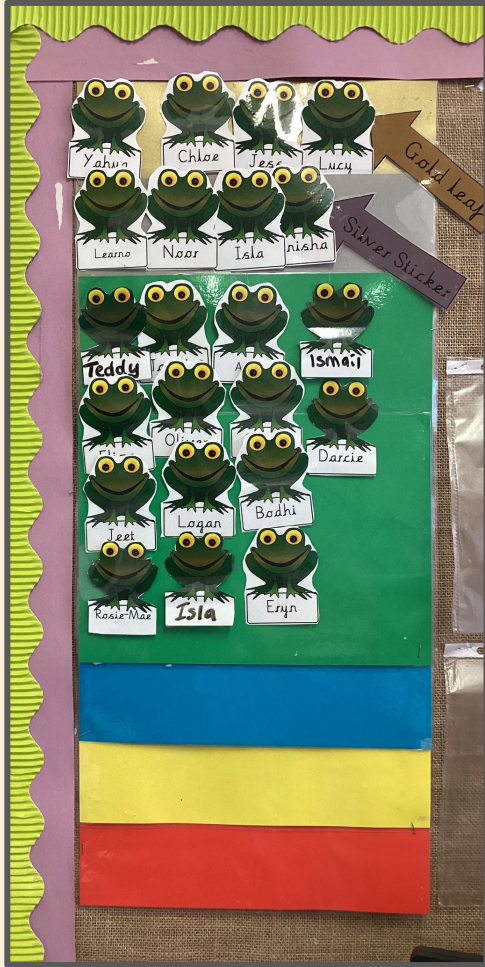






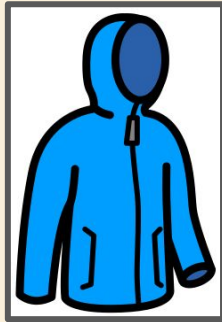
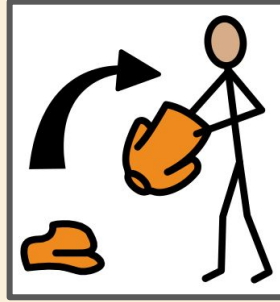
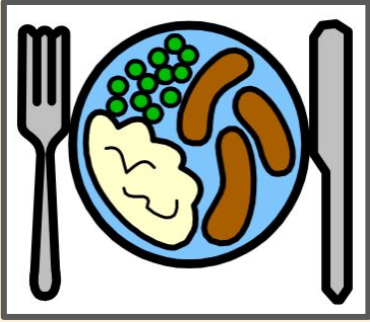
				
My toolkit	How can I get to the green zone?	When I'm in the green zone, I like to...	How can I get to the green zone?	How can I get to the green zone?
	How can an adult help me to get to the green zone?		How can an adult help me to get to the green zone?	How can an adult help me to get to the green zone?
	What makes me come out of the green zone?		When I am not in the green zone, you will see me:	



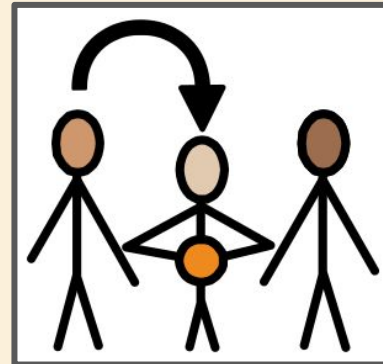
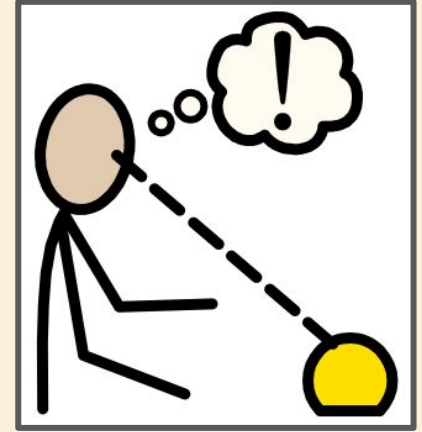
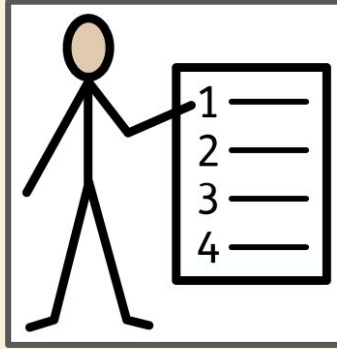
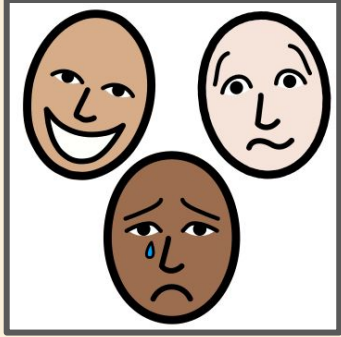




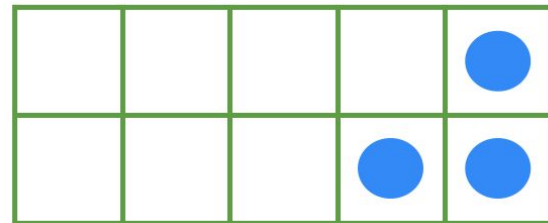
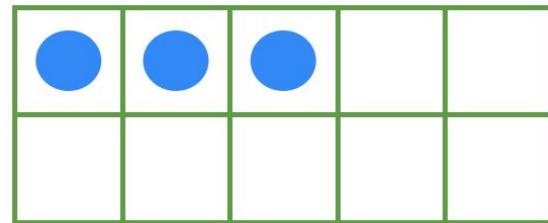
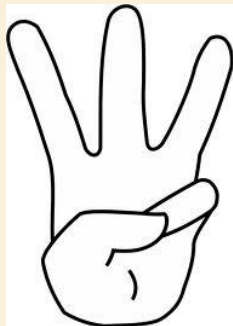
School ready.....



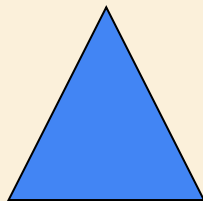
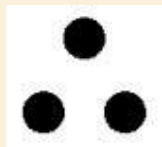
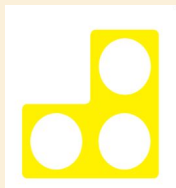
School ready.....

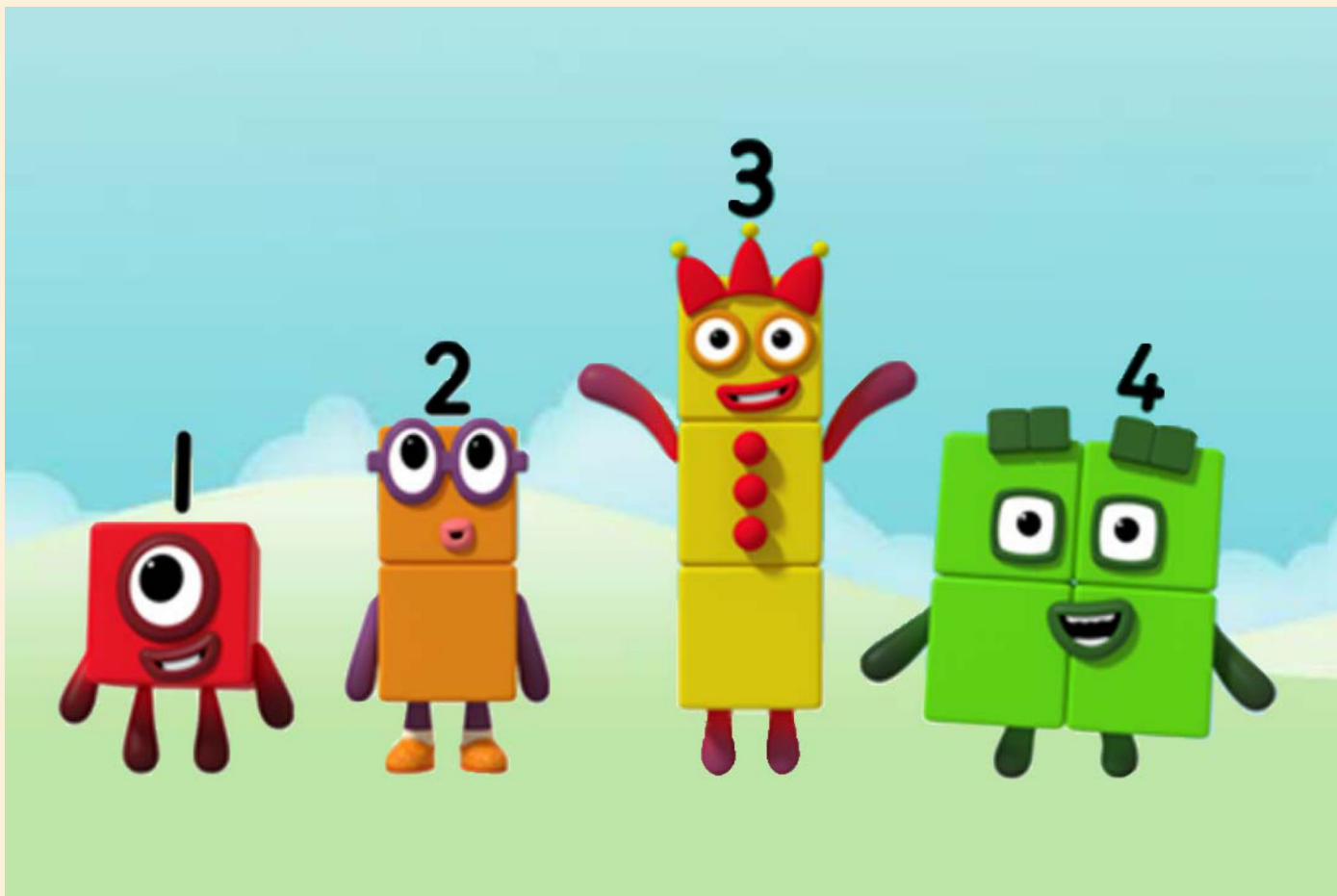






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What can you do to support your child now?

- Practise counting to 10 out loud
- Practise recognising numbers 0 to 10
- Practise counting 1, 2, 3, 4 or 5 objects
- Practise writing numbers 0 to 10

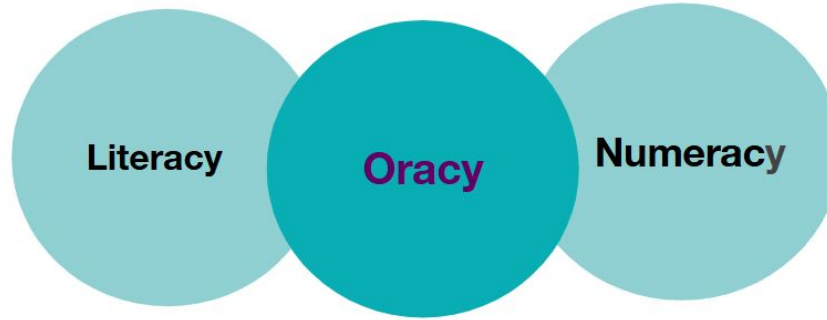


Phonics at Echelford

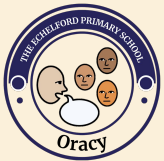
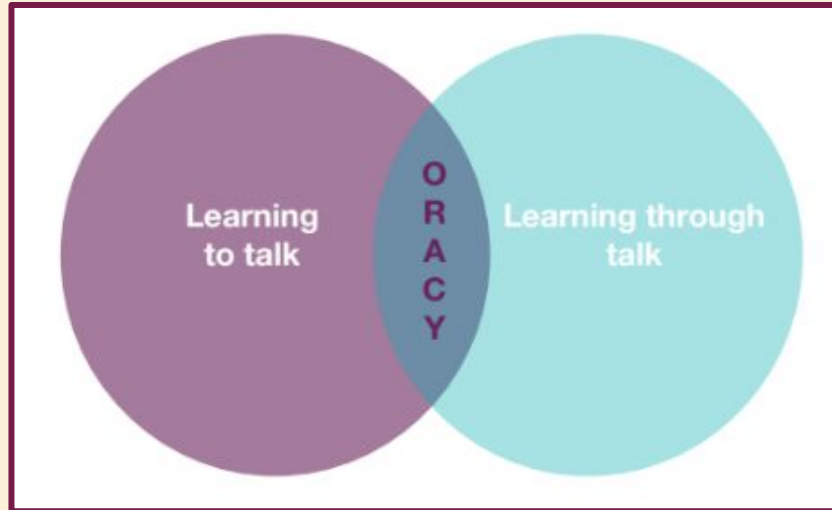
- We teach phonics for 30 minutes a day.
- Teaching begins in Week 2 of the Autumn term.
- Pupils' reading books link to the phonics phase they are working at.
- Emphasis on fluency.
- Catch up for those who find it tricky

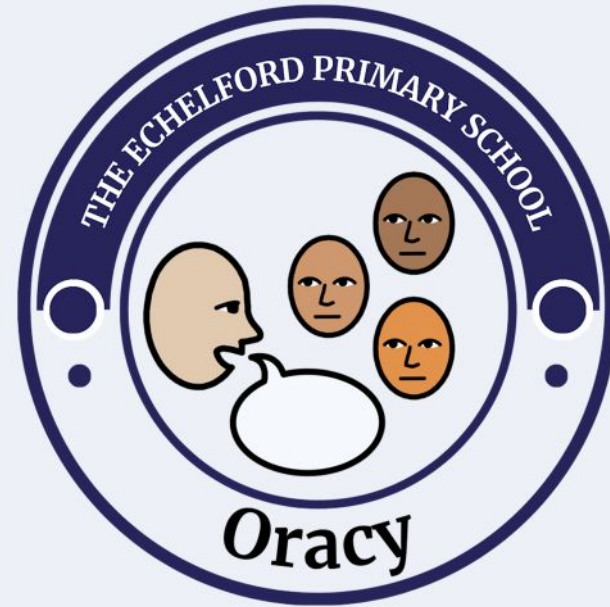
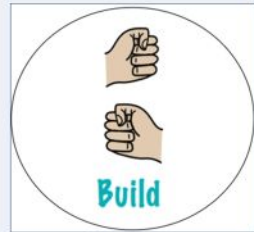
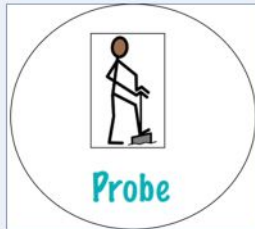


Oracy



Oracy is the ability to articulate ideas, develop understanding and engage with others through spoken language and listening.





Oracy at Echelford



Discussion Guidelines



- We give proof of listening 
- We respect others' ideas 
- We build, challenge, summarise, clarify, and probe each other's ideas 
- We are prepared to change our mind 
- We invite others into our discussion 
- We try to reach a shared agreement 

Giving Proof Of Listening Means



- Listen carefully
Try to summarise what has been said and ask questions. 
- Face the speaker
Make sure you are looking at the speaker so that they know you are listening. 
- Body language
Use your body language to show that you are calm and focused. 

Student Talk Tactics for early language development



Instigate

Present an idea or open up a new line of inquiry

“ I think ____



Build

Develop, add to or elaborate on an idea

“ Yes, and...



Challenge

Disagree or present an alternative argument

“ I disagree because...

Groupings



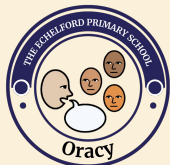
Trio



Pair



Nest



HOME

SCHOOL INFO

CURRICULUM

PARENTS

WHO'S WHO

CONTACT US

Oracy

Home > Curriculum > Oracy

We value the voice of every single child and recognise how important it is to develop our pupils' speaking and listening skills. As a result, we have been working hard to develop our Oracy Curriculum.

Vision

Oracy is the ability to articulate ideas, develop understanding and engage with others through spoken language. At Echelford, the voice

In this section

Curriculum Themes

Key Curriculum Objectives

Curriculum Information

Oracy

Reception

Year 1

Year 2

Year 3

Year 4

Year 5

Year 6

Parent Carer Oracy Framework

Use our 10 Ways to support your child's Oracy skills at home to develop your child's oracy skills. These skills are shown in the framework below.

Physical

Are you thinking about the **speed** and **volume** of your voice?

Are you using **gestures** and **expression** to help make your point?

Are you facing who you are **speaking** or **listening** to?

Linguistic

Are you using **sentence stems** to link others' ideas?

Are you using **new** and **appropriate** vocabulary?

Cognitive

Is what you want to say **clear** and **organised**?

Are you asking **relevant questions** and **responding** to others?

Are you giving **reasons** for what you are saying?

Social & Emotional

Are you **taking turns** to **talk** and **listen** and **encouraging** others to take part?

Are you talking **confidently** and **thinking** about your **audience**?

Talk Tactics to encourage talk at Home

Use the sentence stems that accompany these talk tactics to encourage discussion and develop your child's oracy skills.

Instigate

Present an idea or open up a new line of enquiry

“I think _____”

“Let's begin with _____”

“I have a great idea, I'll go first _____”

Invite: It would be nice to go to _____

Build

Develop, add to or elaborate on an idea

“X's idea made me think _____”

“I'd like to know more about _____”

“Yes, and _____”

Invite: Can anyone add to that?

Clarify

Ask questions to make things clearer and check your understanding

“Do you mean that _____?”

“I think you are saying _____”

“So, what you're saying is _____”

Invite: Do you have any questions about it?

Challenge

Design or present an alternative argument

“I don't think _____”

“You said _____ but what about _____?”

“I disagree with _____”

Invite: Does anyone disagree with it?

Stretch

Add more detail, use more complex language or introduce new ideas

“Yes, it's _____ you could even say it's _____”

“That's right, it's _____ because _____”

“Yes, it's _____”

Invite: Can you tell me more about it?

Speculate

Encourage creative or distant thinking or alternative viewpoints

“I wonder what would happen if _____?”

“Perhaps _____”

“Do you think _____?”

Invite: What do you wonder about it?

Suggest

Support thinking and encourage others to get their next steps

“What if we tried _____ next?”

“Have you thought about _____?”

“Let's give _____ a try”

Invite: What do you think we should try?

Encourage

Offer praise to encourage and motivate

“You did such a good job of _____ now let's think about _____”

“You really made me _____”

“Your use of _____ was _____”

Invite: What do you like about what it did well?

10 Ways to support your child's Oracy skills at home

Listen

Listen to and discuss different types of Oracy - Podcasts, poetry, news reports, speeches, radio shows, story telling.

Ask your children 'why?' to encourage them to develop their sentences and thought process.

Talk

Talk to your child about their day - What was the best part of your day?

Ask your children to describe the things that they can see or hear when you are out and about.

Play

Play a game and discuss the rules - This can be as simple as playing a board game and asking your child to explain the rules.

Encourage your child to interview a family member, friend or neighbour. Come up with the questions together and then discuss what they learn.

Read

Read a news article or watch Newsround and discuss together. Ask, 'What did you learn about this news article?' 'How did the people feel?'

Discuss the meaning of new vocabulary. Encourage your child to use new vocabulary in their writing or conversation.

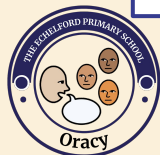
Read

Read a book together and discuss - Model how to read aloud. Discuss the events and characters together.

Use our Food for Talk from the Echelford Echo or your own Springboard for Talk to generate a discussion -

Which one does not belong? Always, Sometimes, Never....

If I ruled the World... Would you rather....?

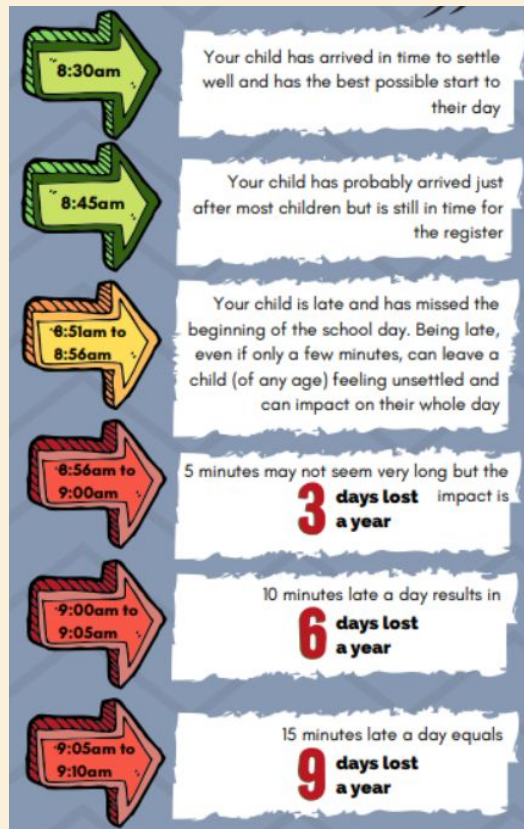




Our Curriculum Themes



Attendance and Punctuality



Attendance & Punctuality

Home > Parents > Attendance & Punctuality



Good school attendance gives your child the opportunity of success and helps develop academic and social skills for life



% of attendance in a school year	Number of days absent	Weeks missed	Impact on achievement
98%	4	Less than 1 week	Will almost certainly achieve full potential
95%	9.5	Nearly 2 weeks	Likely to achieve but could still improve
90%	19	Nearly 4 weeks	Will be harder to achieve their best
85%	29	Nearly 6 weeks	High risk of under achievement
80%	38	Missing a year of school over the time spent in Primary education	Underachievement is highly likely
Below 80%	over 38	Missing over a year of school over the time spent in Primary education	Extreme impact on learning and development



Attendance at The Echelford Primary School



At Echelford, we value and promote the importance of full attendance from Reception to Year 6. We are committed to working hard with you to ensure that all children are in school and learning every day.

100%

Attendance is at the expected level and in line with school and national expectations.

We will review your child's attendance and work with you to identify any barriers to support full attendance.

Please see below the actions we may take to support full attendance:

99% to 95%

Letter sent home informing you that we are concerned about your child's attendance

Contact from the Home School Link Worker to complete an Attendance Assessment to see how best we can work together to improve attendance

95% to 90%

Contact from a member of SLT or our HSLW to see what else we can do to support improved attendance

We may request that all absences are supported by medical evidence

Meeting with Head Teachers to complete an Attendance Contract

Below 90%

We will work closely with you to put targeted support in place and agree a joint approach to improve attendance. Children with attendance below 90% are persistent absentees. We are obliged to report any children with under 90% attendance to the Surrey Attendance Service.



Prevention

We are proactive in **preventing** poor attendance by having clear policies and procedures from Reception to Year 6. We create an exciting and welcoming learning environment where every child feels they belong.



Early Intervention

If your child's attendance starts to cause concern, we will **intervene early**. We will work together to understand any issues and boost their attendance before it impacts their learning.



Targeted Support

Where necessary, we provide specific, **targeted** support. We will agree on a joint, tailored approach to overcome any challenges and help all children achieve good attendance.

Attendance at Echelford



Partnership and Collaboration

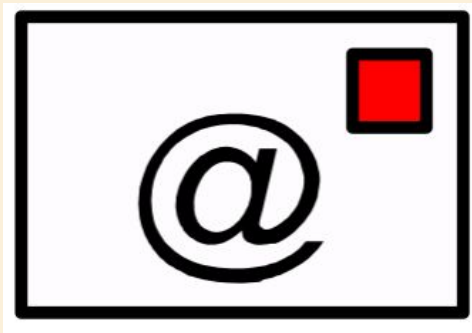


Communication

- Newsletter
- Facebook
- Website
- Curriculum Webs
- Collection time
- Email



Year 3 Writing Guide	PDF FILE	▼
Year 3 Curriculum Overview 2022-23	PDF FILE	▼
Year 3 Curriculum Web Summer 2	PDF FILE	▼
Year 3 Knowledge Organiser Summer 2	PDF FILE	▼
3CJ Timetable Summer 2	PDF FILE	▼
3E Timetable Summer 2	PDF FILE	▼
3H Timetable Summer 2	PDF FILE	▼





The Echelford Primary School
Family Handbook

**Reception Parent Welcome
Meeting
1st July 2026**



Parent/Carer sessions....

Phonics Workshop	Tuesday 22nd September 12.30-1pm Online - recording will be shared
Maths Workshop	Tuesday 29th September 12.30-1pm Online - recording will be shared
Stay and Learn Sessions (Choose one session)	Tuesday 6th October Wednesday 7th October Thursday 8th October



What happens next?

Thursday 3 rd September Friday 4 th September Monday 7 th September	Home Visits with class teacher
Wednesday 9 th September 9am - 11.30am	First Morning (enter via KS1 gates)
Wednesday 9 th September 11.30am - 12.00pm	Teddy Bears' Picnic with parents/carers
Thursday 10 th September 9.00am - 12.30pm	Morning Only & Stay for lunch
Friday 11 th September 8.45am - 15.10pm	Full Time

